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ABSTRACT

The research methodology and findings of a statewide survey designed to determine the specific competencies deemed essential by reading professionals are detailed in this report. Specific information supplied in the report includes (1) a description of the model for developing competencies for reading teachers, (2) the limitations of the study, (3) a description of the questionnaire used, (4) a description of the respondents to the questionnaire, and (5) the results of the survey. Appendixes contain tables of data with the results of the survey represented in percentages, a copy of the questionnaire, and comments from the respondents. (FL)

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READING COMPETENCIES STUDY

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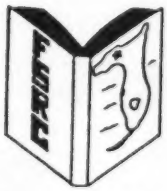

Florida State Reading Council
Research and Study Committee

1981

CS005802

READING COMPETENCIES STUDY

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The Florida State Reading Council Executive Board and the Reading Competencies Committee thank all those who responded to the questionnaire and made possible the completion of this study.

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READING COMPETENCIES STUDY

During the 1975-76 school year the Council on Teacher Education (COTE), a statutory advisory council appointed by the State Board of Education, conducted a statewide study to identify the basic competencies essential to all classroom teachers and other certified personnel in Florida. COTE gained a professional consensus on twenty-three generic competencies deemed essential to all classroom teachers regardless of grade level or area of specialization. During the 1979-80 school year the Florida State Reading Council sponsored through its Research and Study Committee a project on reading competencies. This FSRC subcommittee was the Reading Competencies Committee.

Purpose

It was the designated responsibility of the Reading Competencies Committee to determine the specific competencies deemed essential by professionals in reading. A knowledge of essential competencies would enable educators to address specific competencies to improve existing programs of certification, Master Degree programs, inservice education, and advanced course work.

Model for Developing Competencies for Reading Practitioners

The reading competencies model used for this study was developed by the Reading Competencies Committee. Resources used in developing the model included:

a. FSRC "Teacher Competencies in Reading"
b. University of Florida "Concepts for the Teaching of Reading"
c. IRA "Guidelines for the Professional Preparation of Reading Teachers"
d. Suggestions from the Reading Competencies Committee.

The model explains varying levels of competency that exist in the field of reading and covers various responsibilities of practitioners. The model has five levels lettered A through E. The model presumes that each level is based on demonstrated competence at all preceeding levels. An outline of the Model for Developing Competencies for Reading Practitioners in on page 3.

The model includes behavioral competency statements within each lettered competency level. These competency statements were developed by the Reading Competencies Committee. The final collection of behavioral competency statements for Levels C, D, and E is listed in questionnaire format in the Appendix, pages 23-25.

MODEL FOR DEVELOPING COMPETENCIES FOR READING PRACTITIONERS

LEVEL A

All classroom teacher candidates at both elementary and secondary levels may acquire the 23 Generic Competencies through preservice education. The Generic Competencies have been identified as essential by the Council on Teacher Education for all entering classroom teachers.

LEVEL B

Classroom teacher candidates at both elementary and secondary levels who use reading as a medium of instruction may acquire Level B competencies through preservice education. Included in Level B are competencies of:

I. Diagnosis, Prescription and Evaluation
II. Organization and Management
III. Instruction

LEVEL C

Candidates for certification in reading who will teach students in developmental, remedial or enrichment programs at both the elementary and secondary levels may acquire Level C competencies through certification or Masters programs. Included in Level C are competencies of:

I. Diagnosis, Prescription and Evaluation
II. Organization and Management
III. Instruction
IV. Inservice Education
V. Leadership Activities

LEVEL D

Individuals whose sole responsibility will be working with the staff of a single school or a group of schools at both the elementary and secondary levels may acquire Level D competencies through certification programs, Masters programs, inservice education or advanced course work. Included in Level D are competencies of:

I. Diagnosis, Prescription and Evaluation
II. Organization and Management
IV. Inservice Education
V. Leadership Activities

LEVEL E

Individuals whose responsibility will be working with reading at the district level may acquire Level E competencies through inservice education or advanced course work. Included in Level E are competencies of:

I. Diagnosis, Prescription and Evaluation
II. Organization and Management
IV. Inservice Education
V. Leadership Activities

Limitations

This study was limited to the competencies necessary to work effectively in the field of reading at Levels, C, D, and E. It is Levels C, D, and E which require advance preparation through certification programs, Master Degree programs, inservice education, and/or course work. Levels A and B deal with competencies for all entering classroom teachers and are acquired through preservice education.

Description of the Questionnaire

A questionnaire was used to collect data to determine the competencies deemed essential by professionals in reading. Information from the Model for Developing Competencies for Reading Practitioners at Levels C, D, and E was used to design the questionnaire. Each competency was listed as a behavioral competency statement. Six assessment ratings for each behavioral competency statement were listed on the questionnaire. These ratings were:

(1) essential
(2) very important
(3) important
(4) of little importance
(5) not important
(6) can't rate

The first five ratings apply to entry level skills or attributes necessary to perform that stated professional function. The "can't rate" response was included for respondents who lacked the minimal knowledge necessary to form a reasonable opinion about a particular competency statement.

Directions to the respondents indicated that they were to review the questionnaire behavioral competency statements and ask themselves, "How necessary is this competency for effectiveness in the field of reading?" Respondents were then directed to choose the rating which most closely corresponded to their assessment of that competency's importance. An example of the questionnaire appears in the Appendix, pages 21-25.

Professionals in Reading

The questionnaire used to determine the specific competencies deemed essential by professionals in reading was mailed to the total membership of the Florida State Reading Council. A total of 1,773 questionnaires were mailed. Returns were received from 272 members. One return was mutilated. The final number was N = 271. Returns of 272 from the total population would permit a ninety-one percent level of confidence in the results.

Description of Professionals in Reading--The Respondents

The first seven items of the questionnaire requested occupational information. This information served to describe the respondents as professionals in reading. The occupational information is presented on page 6.

DESCRIPTION OF PROFESSIONALS IN READING--THE RESPONDENTS

Number of Respondents	Which of the following positions do you presently hold?
62	classroom teacher
113	reading teacher
41	administrator/curriculum coordinator
21	university professor
18	reading supervisor
16	other (write-ins; included speech therapist, school psychologist, retired educator, clinician, or just the word other)
Total 271	

	Which level are you presently teaching?
152	elementary
32	middle/junior high school
24	high school
25	post - secondary
20	other (k-12, adult/vocational)
10	(write-ins; included some combinations of the above)
8	no response
Total 271	

	Are you certified in reading?
206	yes
61	no
4	no response
Total 271	

	What is your rank of certification?
56	rank III
161	rank II
18	rank I-A
23	rank I
1	non-certified
12	no response
Total 271	

Number of Respondents	How many years of experience do you have?
15	less than four
58	five to ten
80	eleven to fifteen
52	sixteen to twenty
65	more than twenty-one
1	no response
Total 271	

	Identify your sex
240	female
30	male
1	no response
Total 271	

	Identify your age group
2	18-25
56	26-35
75	36-45
85	46-55
52	over 55
1	no response
Total 271	

Reporting the Results

The results of the assessment ratings for each competency statement are reported by percent for each professionals in reading group and for the Total Respondents. Thus, each professional group: 1) classroom teachers, 2) reading teachers, 3) administrators/curriculum coordinators, 4) university professors, 5) reading supervisors, and (6) others can compare their percent rating of a particular competency to the percent rating of the other groups and to the Total Respondents. The percent data for each competency statement is listed in the Appendix, pages 14-20.

The final paragraph of the questionnaire requested comments from the respondents:

> Every effort was made to make the above competency statements comprehensive. However, if you feel that there is an essential competency which has been omitted from this survey, or if you have any other comments, please include them on a blank sheet of paper and return it with the questionnaire.

The respondents' comments are presented as a listing in the Appendix, pages 26-28. The comments provide a wide range of opinions and information and are an important part of the total reading competencies study.

The Results:

Competencies Deemed Essential by Professionals in Reading

The "Essential" percent rating by Total Respondents was used to determine the specific competencies deemed

essential by professionals in reading. The minimum standard of fifty-one percent was used to determine if a competency was essential. Thus, if 50.5% or more of the respondents rated a competency statement as "Essential," then that particular competency met the minimum standard and was included in a listing of Competencies Deemed Essential by Professionals in Reading.

Sixteen competency statements met the standard--ten at Level C, four at Level D, and two at Level E. These competency statements with the corresponding "Essential" percent rating are listed on page 9. The competency statements within each major heading are listed in order of highest to lowest according to percent ranking.

The standard recommended by the Council on Teacher Education (COTE) for each competency to be considered essential is that at least 85% of the study respondents must identify the competency as "frequently necessary" with 51% identifying it as "always necessary" to their job role. Of the sixteen competencies deemed essential by professionals in reading seven met the COTE minimum standard. All seven are at Level C. The list of seven competencies with the corresponding percent totaled for the "Essential" and "Very Important" rating is on page 10.

COMPETENCIES DEEMED ESSENTIAL BY PROFESSIONALS IN READING

LEVEL C

DIAGNOSIS, PRESCRIPTION AND EVALUATION

21.6% 1. Understands the (1) purpose of (2) how to administer, (3) score, and (4) interpret various reading instruments such as norm-referenced, criterion-referenced reading tests, informal reading inventory and miscue analysis, interest and attitude surveys, readiness and language measures.

69.7% 2. Uses diagnostic results to identify appropriate materials and instructional strategies to modify materials when necessary, and to design an instructional program for students with adequate pacing and time on task.

62.4% 3. Uses observational techniques for gathering information about developmental, remedial, or enrichment students.

51.3% 4. Evaluates text materials for appropriate level of difficulty and matches those materials to student's age, sex, and background.

ORGANIZATION AND MANAGEMENT

72.0% 5. Develops an instructional plan that provides opportunities for direct instruction in reading skills, adequate drill and practice, and appropriate activities for transfer and application.

56.8% 6. Organizes for flexible grouping and manages classroom reading activities efficiently with effective teacher interaction with students.

54.2% 7. Develops a total classroom reading program based on group and student priorities in reading.

INSTRUCTION

62.7% 8. Demonstrates techniques for teaching specific skills lessons in recognition vocabulary/meaning vocabulary, literal, interpretive, and critical comprehension, study skill areas and other areas.

61.6% 9. Demonstrates the use of a variety of strategies to motivate students to be willing to read.

52.8% 10. Demonstrates teaching methods for directed reading lesson and content reading lesson.

LEVEL D

DIAGNOSIS, PRESCRIPTION AND EVALUATION

62.4% 11. Demonstrates the ability to select, administer, score, and interpret clinical instruments appropriate to the reading situation.

53.1% 12. Demonstrates the ability to develop a total school reading program consistent with the needs of the student population, the teachers, the community, and district priorities.

ORGANIZATION AND MANAGEMENT

56.8% 13. Demonstrates the ability to assist the teacher in integrating the teaching and implementation of reading skills in subject/content fields.

53.1% 14. Demonstrates the ability to develop a plan for placing new students, evaluating group placements, and suggesting methods of placement in classes.

LEVEL E

DIAGNOSIS, PRESCRIPTION AND EVALUATION

50.9% 15. Develops a plan for providing reading services district-wide based on an assessment of student needs, available resources, and district priorities and schedules, which includes a rationale, a plan for action and an evaluation model.

LEADERSHIP

50.6% 16. Coordinates activities of administrators, teachers, reading personnel, paraprofessionals, volunteers and other concerned adults in operating an integrated effective total reading program.

N =62 classroom teachers, 113 reading teachers, 41 administrators/curriculum coordinators, 21 university professors, 18 reading supervisors, 16 others, 271 Total Respondents.

COMPETENCIES DEEMED ESSENTIAL BY PROFESSIONALS IN READING

Reported by COTE Percent Standards

LEVEL C

DIAGNOSIS, PRESCRIPTION AND EVALUATION

91.2% 1. Understands the (1) purpose of (2) how to administer, (3) score, and (4) interpret various reading instruments such as norm-referened, criterion-referenced reading tests, informal reading inventory and miscue analysis, interest and attitude surveys, readiness and language measures.

92.2% 2. Uses diagnostic results to identify appropriate materials and instructional strategies to modify materials when necessary, and to design an instructional program for students with adequate pacing and time on task.

89.3% 3. Uses observational techniques for gathering information about developmental, remedial, or enrichment students.

ORGANIZATION AND MANAGEMENT

91.9% 4. Develops an instructional plan that provides opportunities for direct instruction in reading skills, adequate drill and practice, and appropriate activities for transfer and application.

88.9% 5. Organizes for flexible grouping and manages classroom reading activities efficiently with effective teacher interaction with students.

INSTRUCTION

89.3% 6. Demonstrates techniques for teaching specific skills lessons in recognition vocabulary/meaning vocabulary, literal, interpretive, and critical comprehension, study skill areas and other areas.

89.6% 7. Demonstrates the use of a variety of strategies to motivate students to be willing to read.

N =62 classroom teachers, 113 reading teachers, 41 administrators/curriculum coordinators, 21 university professors, 18 reading supervisors, 16 others, 271 Total Respondents.

Conclusion

It was the purpose of this study to determine the specific competencies deemed essential by professionals in reading. Sixteen competency statements were identified as essential through a questionnaire survey. The final competency list is on page 12.

A knowledge of essential competencies can be used by educators for planning or improving programs for certification, Master Degree programs, inservice education, and advanced course work.

COMPETENCIES DEEMED ESSENTIAL BY PROFESSIONALS IN READING

LEVEL C

DIAGNOSIS, PRESCRIPTION AND EVALUATION

1. Understands the (1) purpose of (2) how to administer, (3) score, and (4) interpret various reading instruments such as norm-referenced, criterion-referenced reading tests, informal reading inventory and miscue analysis, interest and attitude surveys, readiness and language measures.
2. Uses diagnostic results to identify appropriate materials and instructional strategies to modify materials when necessary, and to design an instructional program for students with adequate pacing and time on task.
3. Uses observational techniques for gathering information about developmental, remedial, or enrichment students.
4. Evaluates text materials for appropriate level of difficulty and matches those materials to student's age, sex, and background.

ORGANIZATION AND MANAGEMENT

5. Develops an instructional plan that provides opportunities for direct instruction in reading skills, adequate drill and practice, and appropriate activities for transfer and application.
6. Organizes for flexible grouping and manages classroom reading activities efficiently with effective teacher interaction with students.
7. Develops a total classroom reading program based on group and student priorities in reading.

INSTRUCTION

8. Demonstrates techniques for teaching specific skills lessons in recognition vocabulary/meaning vocabulary, literal, interpretive, and critical comprehension, study skill areas and other areas.
9. Demonstrates the use of a variety of strategies to motivate students to be willing to read.
10. Demonstrates teaching methods for directed reading lesson and content reading lesson.

LEVEL D

DIAGNOSIS, PRESCRIPTION AND EVALUATION

11. Demonstrates the ability to select, administer, score, and interpret clinical instruments appropriate to the reading situation.
12. Demonstrates the ability to develop a total school reading program consistent with the needs of the student population, the teachers, the community, and district priorities.

ORGANIZATION AND MANAGEMENT

13. Demonstrates the ability to assist the teacher in integrating the teaching and implementation of reading skills in subject/content fields.
14. Demonstrates the ability to develop a plan for placing new students, evaluating group placements, and suggesting methods of placement in classes.

LEVEL E

DIAGNOSIS, PRESCRIPTION AND EVALUATION

15. Develops a plan for providing reading services district-wide based on an assessment of student needs, available resources, and district priorities and schedules, which includes a rationale, a plan for action and an evaluation model.

LEADERSHIP

16. Coordinates activities of administrators, teachers, reading personnel, paraprofessionals, volunteers and other concerned adults in operating an integrated effective total reading program.

APPENDIX

RESULTS OF READING COMPETENCIES STUDY

Reported in Percent

"How necessary is this competency for effectiveness in the field of reading?"

Results are reported in percent according to:

N	
62	classroom teachers
113	reading teachers
41	administrators/curriculum coordinators
21	university professors
18	reading supervisors
16	others
271	Total Respondents

Percents are listed according to six assessment ratings:

- Ess. --Essential
- V.Im. --Very Important
- Im. --Important
- L.Im. --Little Importance
- N.Im. --Not Important
- CR --Can't Rate
- NR --No Response

LEVEL C

I. DIAGNOSIS AND PRESCRIPTION AND EVALUATION

Understands the (1) purpose of (2) how to administer, (3) score, and (4) interpret various reading instruments such as norm-referenced, criterion-referenced, reading tests, informal reading inventory and miscue analysis, interest and attitude surveys, readiness and language measures.

	Percent						
	Ess.	V.Im.	Im.	L.Im.	N.Im.	CR	NR
classroom teacher	57.7	21.0	9.7	1.6			
reading teacher	72.6	18.6	9.0	.9			
admin/curr coord	65.9	26.8	4.9	2.4			
univ professor	71.4	19.0	4.8	4.8			
reading superv	88.9	5.6	5.6				
other	75.0	18.8	6.3				
Total Respondents	71.6	19.6	7.4	1.5			

Uses observational techniques for gathering information about developmental, remedial, or enrichment students.

classroom teacher	61.3	30.6	8.1				
reading teacher	62.8	23.9	13.3				
admin/curr coord	53.7	29.3	17.1				
univ professor	52.4	42.9	4.8				
reading superv	94.4						5.6
other	62.5	37.5					
Total Respondents	62.4	26.9	10.3				.4

*Identifies profiles and patterns of reading behavior which may affect students' progress.

classroom teacher	40.3	25.8	16.1				17.7
reading teacher	44.2	25.7	12.4				17.7
admin/curr coord	46.3	17.1	19.5			2.4	14.6
univ professor	38.1	28.6	33.3				
reading superv	44.4	38.9	5.6				11.1
other	18.1	50.0	12.5				18.8
Total Respondents	41.7	26.9	15.5			.4	15.5

*The results of this item should be held in question. The item rating numbers were inadvertently omitted from the final survey form. Respondents who answered wrote in their rating response.

Discriminates between reading patterns of behavior and other patterns of behavior which affect learning which require referral to other agencies.

	Ess.	V.Im.	Im.	Percent L.Im.	N.Im.	CR	NR
classroom teacher	45.2	38.7	12.9	1.6		1.6	
reading teacher	53.1	31.0	14.2	.9			.9
admin/curr coord	48.8	24.4	26.8				
univ professor	47.6	28.6	19.0		4.8		
reading superv	55.6	38.9					5.6
other	37.5	62.5					
Total Respondents	49.4	33.9	14.4	.7	.4	.4	.7

Uses diagnostic results to identify appropriate materials and instructional strategies to modify materials when necessary, and to design an instructional program for students with adequate pacing and time on task.

classroom teacher	64.5	21.0	12.9				1.6
reading teacher	63.7	31.0	3.5				1.8
admin/curr coord	75.6	14.6	4.9	2.4			2.4
univ professor	76.2	14.3		4.8	4.8		
reading superv	88.9	11.1					
other	87.5	12.5					
Total Respondents	69.7	22.5	5.2	.7	.4		1.5

Evaluates text materials for appropriate level of difficulty and matches those materials to student's age, sex, and background.

classroom teacher	46.8	32.3	19.4	1.6			
reading teacher	48.7	32.7	16.8	.9		.9	
admin/curr coord	48.8	31.7	17.1	2.4			
univ professor	71.4	19.0	4.8		4.8		
reading superv	55.6	38.9	5.6				
other	62.5	25.0	12.5				
Total Respondents	51.3	31.4	15.5	1.1	.4	.4	

II. ORGANIZATION AND MANAGEMENT

Develops an appropriate system for recording student progress.

classroom teacher	40.3	32.3	22.6	3.2			1.6
reading teacher	44.2	36.3	17.7	.9	.9		
admin/curr coord	29.3	41.5	29.3				
univ professor	33.3	42.9	23.8				
reading superv	66.7	27.8	5.6				
other	56.3	18.8	25.0				
Total Respondents	42.4	35.1	20.7	1.1	.4		.4

Develops a total classroom reading program based on group and student priorities in reading.

	Ess.	V.Im.	Im.	Percent L.Im.	N.Im.	CR	NR
classroom teacher	56.5	27.4	11.3	1.6			3.2
reading teacher	47.8	31.9	15.9		.9	.9	2.7
admin/curr coord	53.7	29.3	9.8	7.3			
univ professor	57.1	28.6	14.3				
reading superv	77.8	16.7	5.6				
other	62.5	12.5	18.8	6.3			
Total Respondents	54.2	28.0	13.3	1.8	.4	.4	1.8

Develops an instructional plan that provides opportunities for direct instruction in reading skills, adequate drill and practice, and appropriate activities for transfer and application.

classroom teacher	74.2	14.5	8.1	1.6			1.6
reading teacher	69.0	23.0	7.1				.9
admin/curr coord	70.7	24.4	2.4	2.4			
univ professor	66.7	19.0	14.3				
reading superv	94.4	5.6					
other	68.8	25.0	6.3				
Total Respondents	72.0	19.9	6.6	.7			.7

Organizes for flexible grouping and manages classroom reading activities efficiently with effective teacher interaction with students.

classroom teacher	56.1	29.0	12.9				
reading teacher	54.0	32.7	12.4		.9		
admin/curr coord	48.8	41.5	9.8				
univ professor	66.7	28.6	4.8				
reading superv	83.3	11.1					
other	50.0	43.8	6.3				
Total Respondents	56.8	32.1	10.7		.4		

Plans for the integration of reading instruction with other elements of the curriculum.

classroom teacher	37.1	48.4	12.9	1.6			
reading teacher	33.6	34.5	27.4	1.8		1.8	.9
admin/curr coord	43.9	29.3	26.8				
univ professor	47.6	28.6	19.0				4.8
reading superv	55.6	33.3	11.1				
other	50.0	25.0	25.0				
Total Respondents	39.5	35.8	22.1	1.1		.7	.7

N =62 classroom teachers, 113 reading teachers, 41 administrators/curriculum coordinators, 21 university professors, 18 reading supervisors, 16 others, 271 Total Respondents.

III. INSTRUCTION

Demonstrates techniques for teaching specific skills lessons in recognition vocabulary/meaning vocabulary, literal, interpretive, and critical comprehension, study skill areas and other areas.

	Percent						
	Ess.	V.Im.	Im.	L.Im.	N.Im.	CR	NR
classroom teacher	54.8	32.3	12.9				
reading teacher	62.8	24.8	10.6				1.8
admin/curr coord	63.4	26.8	9.8				
univ professor	66.7	28.6			4.8		
reading superv	77.8	22.2					
other	68.8	18.8	12.5				
Total Respondents	62.7	26.6	9.6		.4		.7

Demonstrates teaching methods for directed reading lesson and content reading lesson.

classroom teacher	43.5	37.1	19.4				
reading teacher	52.2	30.1	15.0	.9		.9	.9
admin/curr coord	53.7	31.7	14.6				
univ professor	57.1	28.6	14.3				
reading superv	83.3	11.1	5.6				
other	50.0	43.8	6.3				
Total Respondents	52.8	31.4	14.8	.4		.4	.4

Demonstrates the use of various approaches to teaching reading such as the language experience approach, the basal reader approach, the linguistic approach, and the individualized approach.

classroom teacher	45.2	32.3	22.6				
reading teacher	43.4	31.0	22.1	2.7	.9		
admin/curr coord	[illegible].3	31.7	19.5	2.4			
univ professor	66.7	23.8	4.8			4.8	
reading superv	50.0	38.9	11.1				
other	18.8	56.3	25.0				
Total Respondents	45.0	32.8	19.9	1.5	.4	.4	

Demonstrates the use of expository, nafrative, argumentative, and descriptive reading materials to teach reading skills.

classroom teacher	24.2	37.1	29.0	4.8	1.6	3.2	
reading teacher	18.6	35.4	31.0	8.0	1.8	4.4	.9
admin/curr coord	22.0	36.6	34.1	7.3			
univ professor	28.6	38.1	23.8	4.8	4.8		
reading superv	33.3	27.8	33.3	5.6			
other	12.5	43.8	31.3	6.3		6.3	
Total Respondents	21.8	36.2	30.6	6.6	1.5	3.0	.4

Demonstrates the use of structure and patterns of language such as semantic organization, syntactic patterns, punctuation and signal clues to teach reading skills.

	Percent						
	Ess.	V.Im.	Im.	L.Im.	N.Im.	CR	NR
classroom teacher	37.1	32.3	25.8	3.2	1.6		
reading teacher	31.0	29.2	33.6	2.7		2.7	.9
admin/curr coord	31.7	29.3	34.1	2.4	2.4		
univ professor	28.6	38.1	14.3	19.0			
reading superv	27.8	38.9	27.8	5.6			
other	6.3	43.8	43.8	6.3			
Total Respondents	30.6	32.1	30.6	4.4	.4	1.5	.4

Demonstrates the use of a variety of strategies to motivate students to be willing to read.

classroom teacher	69.4	21.0	8.1	1.6			
reading teacher	62.8	23.9	13.3				
admin/curr coord	58.5	36.6	4.9				
univ professor	66.7	28.6		4.8			
reading superv	72.2	22.2	5.6				
other	12.5	68.8	18.8				
Total Respondents	61.6	28.0	.4	.4			

IV. INSERVICE EDUCATION

Plans and conducts inservice on an assigned topic.

classroom teacher	9.7	29.0	32.3	17.7	8.1	3.2	
reading teacher	15.9	19.5	30.1	19.5	6.2	8.0	.9
admin/curr coord	19.5	22.0	31.7	22.0	4.9		
univ professor	9.5	38.1	23.8	23.8		4.8	
reading superv	11.1	22.2	50.0	16.7			
other	6.3	37.5	25.0	25.0	6.3		
Total Respondents	13.7	24.7	31.4	19.9	5.5	4.4	.4

Interprets reading information to school, district, parents, and community.

classroom teacher	25.8	35.5	30.6	6.5	1.6		
reading teacher	26.5	31.9	32.7	5.3	1.8	1.8	
admin/curr coord	24.4	36.6	36.6	2.4			
univ professor	28.6	33.3	33.3	4.8			
reading superv	50.0	11.1	38.9				
other	37.5	18.8	43.8				
Total Respondents	28.4	31.4	33.9	4.4	.7	1.1	

LEVEL D

I. DIAGNOSIS, PRESCRIPTION AND EVALUATION

Demonstrate the ability to select, administer, score, and interpret clinical instruments appropriate to the reading situation.

	Ess.	V.Im.	Im.	Percent L.Im.	N.Im.	CR	NR
classroom teacher	54.8	22.6	16.1	3.2	1.6	1.6	
reading teacher	62.8	17.7	16.8	.9	.9	.9	
admin/curr coord	61.0	14.6	17.1	4.9		2.4	
univ professor	66.7	9.5	23.8				
reading superv	72.2	22.2	5.6				
other	75.0	18.8					
Total Respondents	62.4	18.1	15.5	1.8	.7	1.5	

Assist the district reading person in developing a philosophy and objectives for reading for a school district.

classroom teacher	17.7	43.5	24.2	8.1	3.2	3.2	
reading teacher	32.7	28.3	25.7	8.0		5.3	
admin/curr coord	31.7	26.8	29.3	9.8	2.4		
univ professor	38.1	14.3	42.9		4.8		
reading superv	33.3	44.4	22.2				
other	18.8	50.0	25.0	6.3			
Total Respondents	28.8	32.8	26.9	7.0	1.5	3.0	

Demonstrates the ability to develop a total school reading program consistent with the needs of the student population, the teachers, the community, and district priorities.

classroom teacher	46.8	22.6	17.7	6.5	1.6	4.8	
reading teacher	54.0	22.1	13.3	3.5	3.5	3.5	
admin/curr coord	61.0	14.6	14.6	7.3	2.4		
univ professor	47.6	33.3	19.0				
reading superv	72.2	22.2	5.6				
other	37.5	50.0	12.5				
Total Respondents	53.1	23.6	14.4	4.1	2.2	2.6	

Uses reading profiles to discover overall specific strengths and weaknesses in school, class, and individual programs.

classroom teacher	46.8	29.0	19.4	3.2	1.6		
reading teacher	47.8	32.7	15.0		1.8	2.7	
admin/curr coord	53.7	26.8	14.6	2.4	2.4		
univ professor	57.1	23.8	14.3		4.8		
reading superv	61.1	38.9					
other	37.5	56.3	6.3				
Total Respondents	49.4	32.1	14.4	1.1	1.5	1.5	

II. ORGANIZATION AND MANAGEMENT

Demonstrates the ability to assist the teacher in integrati the teaching and implementation of reading skills in subject/ content fields.

	Ess.	V.Im.	Im.	Percent L.Im.	N.Im.	CR	NR
classroom teacher	50.0	27.4	16.1	4.8		1.6	
reading teacher	55.8	27.4	13.3	.9		2.7	
admin/curr coord	51.2	29.3	17.1				2.4
univ professor	71.4	19.0	9.5				
reading superv	72.2	27.8					
other	68.8	18.8	6.3		6.3		
Total Respondents	56.8	26.6	12.9	1.5	.4	1.5	.4

Demonstrates the ability to establish a reading resource bank, and adopts, develops and keys reading materials to learner needs.

classroom teacher	37.1	32.3	22.6	4.8		3.2	
reading teacher	41.6	39.8	15.0	.9		2.7	
admin/curr coord	46.3	29.3	17.1	4.9			2.4
univ professor	52.4	42.9				4.8	
reading superv	50.0	38.9	11.1				
other	50.0	25.0	25.0				
Total Respondents	43.2	35.8	16.2	2.2		2.2	.4

Demonstrates the ability to coordinate all compensatory, remedial and enrichment reading programs with the developmenta reading program.

classroom teacher	45.2	30.6	16.1	3.2		1.6	
reading teacher	42.5	30.1	21.2	.9	.9	4.4	
admin/curr coord	58.5	17.1	19.5			2.4	2.4
univ professor	52.4	28.6	14.3		4.8		
reading superv	72.2	27.8					
other	43.8	43.8	12.5				
Total Respondents	48.3	28.8	17.3	1.1	.7	2.6	1.1

Demonstrates the ability to prepare a case study to be used to staff children with mental, emotional and severe reading difficulties.

classroom teacher	25.8	30.6	29.0	8.1			6.5
reading teacher	36.3	29.2	22.1	6.2	1.8	4.4	
admin/curr coord	26.8	26.8	29.3	12.2			4.9
univ professor	42.9	28.6	23.8		4.8		
reading superv	38.9	38.9	22.2				
other	25.0	56.3	12.5	6.3			
Total Respondents	32.5	31.4	24.4	6.6	1.1	1.8	2.2

N =62 classroom teachers, 113 reading teachers, 41 administrators/curriculum coordinators, 21 university professors, 18 reading supervisors, 16 others, 271 Total Respondents.

Demonstrates the ability to work with media people to develop plans for use of library facilities to promote interest in reading.

	Ess.	V.Im.	Im.	Percent L.Im.	N.Im.	CR	NR
classroom teacher	17.7	38.7	35.5	6.5			1.6
reading teacher	26.5	36.3	34.5	1.8	.9		
admin/curr coord	22.0	26.8	43.9	2.4			4.9
univ professor	28.6	47.6	19.0		4.8		
reading superv	27.8	33.3	33.3			5.6	
other	12.5	62.5	25.0				
Total Respondents	23.2	37.6	34.3	2.6	.7	.4	1.1

Demonstrates the ability to develop a plan for placing new students, evaluating group placements, and suggesting methods of placement in classes.

classroom teacher	48.4	22.6	24.2	3.2			1.6
reading teacher	53.1	25.7	15.9		1.8	3.5	
admin/curr coord	56.1	24.4	14.6	2.4			2.4
univ professor	52.4	33.3	9.5			4.8	
reading superv	72.2	16.7	11.1				
other	43.8	50.0	6.3				
Total Respondents	53.1	26.2	16.2	1.1	.7	1.8	.7

III. INSTRUCTION

IV. INSERVICE EDUCATION

Demonstrates the ability to conduct an assessment of reading needs for the school.

classroom teacher	40.3	25.8	27.4	3.2			3.2
reading teacher	46.0	35.4	13.3	.9	1.8	2.7	
admin/curr coord	56.1	29.3	12.2	2.4			
univ professor	52.4	33.3	14.3				
reading superv	50.0	38.9	5.6				5.6
other	62.5	12.5	25.0				
Total Respondents	48.0	31.0	16.6	1.5	.7	1.1	1.1

Demonstrates the ability to plan, implement and evaluate a school based inservice program focusing on reading.

classroom teacher	35.5	24.2	30.6	4.8			4.8
reading teacher	34.5	32.7	22.1	2.7	1.8	5.3	.9
admin/curr coord	51.2	31.7	14.6		2.4		
univ professor	42.9	33.3	23.8				
reading superv	50.0	38.9	11.1				
other	50.0	25.0	18.8	6.3			
Total Respondents	39.9	30.6	22.1	2.6	1.1	2.2	1.5

Develops a district plan to train reading volunteers, paraprofessionals, and parents in the schools.

	Ess.	V.Im.	Im.	Percent L.Im.	N.Im.	CR	NR
classroom teacher	9.7	40.3	22.6	16.1	3.2	3.2	4.8
reading teacher	18.6	31.0	29.2	9.7	2.7	8.8	
admin/curr coord	22.0	22.0	39.0	12.2	2.4	2.4	
univ professor	19.0	23.8	33.3	14.3		9.5	
reading superv	27.8	38.9	22.2	5.6			5.6
other	31.3	18.8	25.0	18.8		6.3	
Total Respondents	18.5	31.0	28.8	12.2	2.2	5.9	1.5

Demonstrates the ability to prepare bulletins of particula interest to the staff and parents at the school(s).

classroom teacher	9.7	24.2	38.7	11.3	11.3		4.8
reading teacher	17.7	21.2	38.1	15.0	2.7	5.3	
admin/curr coord	9.8	31.7	56.1	2.4			
univ professor	19.0	14.3	52.4	4.8	9.5		
reading superv	27.8	22.2	38.9		5.6		5.6
other	18.8	37.5	25.0	12.5		6.3	
Total Respondents	15.5	24.0	41.3	11.1	4.1	2.6	1.5

V. LEADERSHIP ACTIVITIES

Develops a school-wide rationale for the reading program based on student needs.

classroom teacher	27.4	27.4	33.9	3.2	3.2	1.6	
reading teacher	38.9	23.0	22.1	7.1	1.8	7.1	
admin/curr coord	36.6	24.4	26.8	9.8		2.4	
univ professor	47.6	23.8	23.8			4.8	
reading superv	44.4	38.9	11.1				5.6
other	31.3	31.3	37.5				
Total Respondents	36.5	25.8	25.5	5.5	1.5	4.1	1.1

Demonstrates the ability to plan and conduct action researc in the school.

classroom teacher	12.9	17.7	46.8	11.3	3.2	4.8	3.2
reading teacher	21.2	24.8	30.1	10.6	2.7	10.6	
admin/curr coord	17.1	22.0	36.6	9.8	4.9	9.8	
univ professor	14.3	57.1	19.0	4.8	4.8		
reading superv	27.8	22.2	33.3	11.1			5.6
other	18.8	25.0	50.0	6.3			
Total Respondents	18.5	25.1	35.4	10.0	3.0	7.0	1.1

Demonstrates the ability to select reading information for teachers, administration, and the community.

classroom teacher	16.1	35.5	35.5	8.1		1.6	3.2
reading teacher	26.5	28.3	36.3	1.8	1.8	5.3	
admin/curr coord	29.3	24.4	31.7	14.6			
univ professor	47.6	33.3	19.0				
reading superv	38.9	33.3	22.2				5.6
other	31.3	25.0	18.8	18.8		6.3	
Total Respondents	27.3	29.9	32.1	5.9	.7	3.0	1.1

N =62 classroom teachers, 113 reading teachers, 41 administrators/curriculum coordinators, 21 university professors, 18 reading supervisors, 16 others, 271 Total Respondents.

LEVEL E

I. DIAGNOSIS AND PRESCRIPTION AND EVALUATION

Develops a plan for providing reading services district-wide based on an assessment of student needs, available resources, and district priorities and schedules, which includes a rationale, a plan for action and an evaluation model.

	Percent						
	Ess.	V.Im.	Im.	L.Im.	N.Im.	CR	NR
classroom teacher	38.7	19.4	21.0	12.9		4.8	3.2
reading teacher	49.6	17.7	18.6	.9	2.7	10.6	
admin/curr coord	48.8	14.6	12.2	12.2	4.9	4.9	2.4
univ professor	71.4	23.8	4.8				
reading superv	72.2	16.7	5.6				5.6
other	62.5	18.8	6.3	12.5			
Total Respondents	50.9	18.1	15.5	5.9	1.8	6.3	1.5

II. ORGANIZATION

Develops a plan for involvement of teachers and administrators in reaching district-wide goals for reading.

classroom teacher	35.5	17.7	29.0	8.1	1.6	1.6	3.2
reading teacher	47.8	19.5	18.6	3.5	1.8	8.0	.9
admin/curr coord	58.5	12.2	17.1	9.8		2.4	
univ professor	47.6	42.9	4.8			4.8	
reading superv	72.7	11.1	11.1				5.6
other	56.3	31.3	6.3	6.3			
Total Respondents	48.7	19.9	18.5	5.2	1.1	5.2	1.5

Uses effective techniques in preparing reading budgets.

classroom teacher	24.2	33.9	19.4	11.3		8.1	3.2
reading teacher	46.9	20.4	23.9		.9	8.0	
admin/curr coord	31.7	26.8	29.3	9.8	2.4		
univ professor	38.1	42.9	19.0				
reading superv	72.2	16.7	5.6				5.6
other	43.8	31.3	18.8	6.3			
Total Respondents	40.2	26.6	21.8	4.4	.7	5.2	1.1

Uses effective procedures for identification, selection and evaluation of professional reading personnel.

classroom teacher	32.3	32.3	22.6	9.7			3.2
reading teacher	38.9	29.2	15.0	3.5		13.3	
admin/curr coord	39.0	22.0	24.4		14.6		
univ professor	57.1	14.3	23.8			4.8	
reading superv	55.6	27.8	11.1				5.6
other	50.0	37.5	12.5				
Total Respondents	40.6	28.0	17.7	4.4	2.2	5.9	1.1

Demonstrates the ability to prepare reading materials such as bulletins, curriculum guides, journal articles, project analyses, and information releases.

	Percent						
	Ess.	V.Im.	Im.	L.Im.	N.Im.	CR	NR
classroom teacher	17.7	24.2	33.9	8.1	6.5	6.5	3.2
reading teacher	26.5	30.1	25.7	7.1	1.8	8.8	
admin/curr coord	31.7	29.3	29.3	7.3	2.4		
univ professor	28.6	33.3	33.3	4.8			
reading superv	50.0	22.2	22.2				5.6
other	31.3	31.3	18.8	18.8			
Total Respondents	27.3	28.4	28.0	7.4	2.6	5.2	1.1

III. INSTRUCTION

IV. INSERVICE EDUCATION

Develops a district wide plan for inservice education in reading that includes an assessment of teacher needs, strategies for delivery of inservice activities, and identification of resources and an evaluation model.

classroom teacher	38.7	22.6	21.0	9.7	3.2	1.6	3.2
reading teacher	43.4	21.2	20.4	3.5	.9	10.6	
admin/curr coord	53.7	7.3	22.0	9.8	4.9	2.4	
univ professor	61.9	23.8	9.5		4.8		
reading superv	66.7	16.7	11.1				5.6
other	50.0	37.5	6.3	6.3			
Total Respondents	47.2	20.3	18.5	5.5	2.2	5.2	1.1

V. LEADERSHIP

Coordinates activities of administrators, teachers, reading personnel, paraprofessionals, volunteers and other concerned adults in operating an integrated effective total reading program.

classroom teacher	46.8	19.4	24.2	6.5			3.2
reading teacher	44.2	31.0	14.2	1.8	1.8	7.1	
admin/curr coord	56.1	19.5	9.8	12.2		2.4	
univ professor	71.4	19.0	4.8				4.8
reading superv	72.2	11.1	11.1				5.6
other	43.8	31.3	18.8				6.3
Total Respondents	50.6	24.4	15.1	4.1	.7	3.3	1.8

Demonstrates the ability to develop and revise reading curriculum.

classroom teacher	38.7	32.3	21.0	3.2		1.6	3.2
reading teacher	46.0	34.5	14.2	.9	.9	3.5	
admin/curr coord	56.1	17.1	22.0	4.9			
univ professor	66.7	14.3	4.8		4.8		9.5
reading superv	61.1	27.8	5.6				5.6
other	43.8	25.0	31.3				
Total Respondents	48.3	28.8	16.6	1.8	.7	1.8	1.8

N = 62 classroom teachers, 113 reading teachers, 41 administrators/curriculum coordinators, 21 university professors, 18 reading supervisors, 16 others, 271 Total Respondents.

Identifies alternate sources to fund district/school reading programs.

	Percent						
	Ess.	V.Im.	Im.	L.Im.	N.Im.	CR	NR
classroom teacher	24.2	37.1	17.7	8.1	1.6	8.1	3.2
reading teacher	32.7	29.2	25.7	3.5	.9	8.0	
admin/curr coord	24.4	19.5	31.7	7.3	7.3	7.3	2.4
univ professor	14.3	33.3	38.1	9.5			4.8
reading superv	27.8	44.4	22.2				5.6
other	31.3	12.5	18.8	12.5		18.8	6.3
Total Respondents	27.7	29.9	25.1	5.9	1.8	7.4	2.2

Demonstrates the ability to analyze problems of resistance to change in schools when developing and/or modifying reading programs.

classroom teacher	27.4	29.0	27.4	8.1	3.2		4.8
reading teacher	38.1	29.2	20.4	3.5	.9	8.0	
admin/curr coord	48.8	22.0	14.6	7.3	4.9	2.4	
univ professor	33.3	52.4	4.8	4.8			4.8
reading superv	61.1	22.2	5.6				11.1
other	43.8	31.3	25.0				
Total Respondents	38.7	29.5	19.2	4.8	1.8	3.7	2.2

N = 62 classroom teachers, 113 reading teachers, 41 administrators/curriculum coordinators, 21 university professors, 18 reading supervisors, 16 others, 271 Total Respondents.

QUESTIONNAIRE

FLORIDA STATE READING COUNCIL

An Affiliate of the International Reading Association

Dear Colleague:

During the 1975-1976 school year, the Council on Teacher Education (COTE) conducted a statewide study to identify the basic competencies essential to all classroom teachers and other certified personnel in Florida. Thus COTE gained a professional consensus on twenty-three generic compentencies deemed essential to all classroom teachers, regardless of grade level or area of specialization.

Now the FLORIDA STATE READING COUNCIL is sponsoring a Committee on Reading Competencies to determine specific competencies deemed essential by professionals in reading.

It would be difficult to overstate the importance of your response. By asking professionals, the Committee on Reading Competencies will determine those competencies which need to be addressed in improving existing programs for preservice teacher training and inservice teacher education. Therefore, your reply is very important to the accuracy of this study. Of course, all individual replies are confidential.

Please complete and return the survey within the time frame and according to the "Special Directions."

Thank you for your cooperation.

Robert L. Shaffer

Robert Shaffer, President
Florida State Reading Council

Dianne Holsapfel

Dianne Holsapfel, Chairperson
Reading Competencies Committee

COMMITTEE MEMBERS

Judith Birge	Remediation Specialist	Pinellas County
Terri Birr	Reading Resource Person	Duval County
Sandra Bisceglia	Elementary Teacher	Monroe County
Helen Correll	Remedial Teacher	Escambia County
William Powell	Professor of Reading	Univ. of Florida

ADVISORS

Gloria Kuchinskas	Department of Education	Secondary
Eunice Loewe	Department of Education	Elementary

FLORIDA'S 23 ESSENTIAL GENERIC COMPETENCIES

COMMUNICATIONS SKILLS

1. Demonstrate the ability to orally communicate information on a given topic in a coherent and logical manner.
2. Demonstrate the ability to write in a logical easily understood style with appropriate grammar and sentence structure.
3. Demonstrate the ability to comprehend and interpret a message after listening.
4. Demonstrate the ability to read, comprehend, and interpret professional material.

BASIC GENERAL KNOWLEDGE

5. Demonstrate the ability to add, subtract, and multiply, and divide.
6. Demonstrate an awareness of patterns of physical and social development in students.

TECHNICAL SKILLS

7. Diagnose the entry knowledge and/or skill of students for a given set of instructional objectives using diagnostic tests, teacher observations, and student records.
8. Identify long-range goals for a given subject area.
9. Construct and sequence related short-range objectives for a given subject area.
10. Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs.
11. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.
12. Establish rapport with students in the classroom by using verbal and/or visual motivational devices.
13. Present directions for carrying out an instructional activity.
14. Construct or assemble a classroom test to measure student performance according to criteria based upon objectives.

ADMINISTRATIVE SKILLS

15. Establish a set of classroom routines and procedures for utilization of materials and physical movement.
16. Formulate a standard for student behavior in the classroom.
17. Identify causes of classroom misbehavior and employ a technique(s) for correcting it.
18. Identify and/or develop a system for keeping records of class and individual student progress.

INTERPERSONAL SKILLS

19. Counsel with students both individually and collectively concerning their academic needs.
20. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups.
21. Demonstrate instructional and social skills which assist students in developing a positive self-concept.
22. Demonstrate instructional and social skills which assist students in interacting constructively with their peers.
23. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.

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READING COMPETENCY QUESTIONNAIRE

SPECIAL DIRECTIONS

Please respond to each item by circling the appropriate slot on the questionnaire itself. Take care not to make stray marks on the sheet. Your individual responses will remain anonymous.

RATING THE COMPETENCIES

To the right of each competency statement are six possible responses: (1) essential; (2) very important; (3) important; (4) of little importance; (5) not important; (6) can't rate. Choose the statement which most closely corresponds to your assessment of that competency's importance.

SELECTING RESPONSE FRAMES

ESSENTIAL, VERY IMPORTANT, IMPORTANT, OF LITTLE IMPORTANCE, NOT IMPORTANT: The first five responses are meant to apply to entry level skills; or attributes necessary to perform that professional function. As you review the behavioral descriptions in the survey, simply ask yourself, "How necessary is this competency for effectiveness in the field of reading?"

CAN'T RATE: There is an important reason for including this category. You are not expected to possess absolute knowledge in a given area in order to rate the competencies. If you feel you lack even the minimal knowledge necessary to form a reasonable opinion about a particular competency, then mark #6, "CAN'T RATE."

MODEL FOR DEVELOPING COMPETENCIES FOR READING PRACTITIONERS

Attached is a sheet to help explain varying levels of competency that exist in the field of reading and to cover various responsibilities of practitioners. The levels are lettered A through E. For the purposes of this survey, we are particularly concerned with those competencies necessary to operate in Levels C, D, and E. The model presumes that each level is based upon demonstrated competence at all preceding levels.

Please read over the "Model for Developing Competencies for Reading Practitioners" before completing the Questionnaire.

When completed, fold the Questionnaire so that the address to which it is to be returned is exposed, staple and affix postage. It is to be returned to Dianne Holsapfel, 839 N. W. 82nd Avenue, Fort Lauderdale, Florida 33324. Return as soon as possible and before July 30, 1980. Thank you for giving the Questionnaire the attention needed.

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MODEL FOR DEVELOPING COMPETENCIES FOR READING PRACTITIONERS

LEVEL A: All classroom teacher candidates at both elementary and secondary levels may acquire the 23 Generic Competencies through preservice education.

The Generic Competencies have been identified as essential by the Council on Teacher Education for all entering classroom teachers.

LEVEL B: Classroom teacher candidates at both elementary and secondary levels who use reading as a medium of instruction may acquire Level B Competencies through preservice education. Included in Level B are Types I, II, and III.

LEVEL C: Candidates for certification in reading who will teach students in developmental, remedial or enrichment programs at both the elementary and secondary levels may acquire Level C Competencies through certification or Masters programs. Included in Level C are Competencies Types I, II, III, IV, and V.

LEVEL D: Individuals whose sole responsibility will be working with the staff of a single school or a group of schools at both the elementary and secondary levels may acquire Level D Competencies through certification programs, Masters programs, inservice education or advanced course work. Level D Competencies include I, II, IV, and V.

LEVEL E: Individuals whose responsibility will be working with reading at the district level may acquire Level E Competencies through inservice education or advanced course work. Level E Competencies include Types I, II, IV, and V.

KEY FOR TYPES OF COMPETENCIES

I - Diagnosis, Prescription and Evaluation
II - Organization and Management
III - Instruction
IV - Inservice Education
V - Leadership Activities

OCCUPATIONAL INFORMATION

1. Which of the following positions do you presently hold? 1 2 3 4 5 6

   1. classroom teacher
   2. reading teacher
   3. administrator/curriculum coordinator
   4. university professor
   5. reading supervisor

2. Which level are you presently teaching? 1 2 3 4 5 6

   1. elementary
   2. middle/junior high school
   3. high school
   4. post - secondary
   5. other (K-12, adult/vocational)

3. Are you certified in reading? 1 2 3 4 5 6

   1. yes
   2. no

4. What is your rank of certification? 1 2 3 4 5 6

   1. rank III
   2. rank II
   3. rank I-A
   4. rank I
   5. non-certified

5. How many years of experience do you have? 1 2 3 4 5 6

   1. less than four
   2. five to ten
   3. eleven to fifteen
   4. sixteen to twenty
   5. more than twenty-one

6. Identify your sex 1 2 3 4 5 6

   1. female
   2. male

7. Identify your age group 1 2 3 4 5 6

   1. 18-25
   2. 26-35
   3. 36-45
   4. 46-55
   5. over 55

Please rate each competency with respect to how essential it is as a minimum competency for each professional to have prior to beginning service in this specialization. Circle the corresponding number.

	Essential	Very Important	Important	Little Importance	Not Important	Can't Rate
LEVEL C						
I. DIAGNOSIS AND PRESCRIPTION AND EVALUATION						
8. Understands the (1) purpose of (2) how to administer, (3) score, and (4) interpret various reading instruments such as norm-referenced, criterion-referenced, reading tests, informal reading inventory and miscue analysis, interest and attitude surveys, readiness and language measures.	1	2	3	4	5	6
9. Uses observational techniques for gathering information about developmental, remedial, or enrichment students.	1	2	3	4	5	6
10. Identifies profiles and patterns of reading behavior which may affect students' progress.						
11. Discriminates between reading patterns of behavior and other patterns of behavior which affect learning which require referral to other agencies.	1	2	3	4	5	6
12. Uses diagnostic results to identify appropriate materials and instructional strategies to modify materials when necessary, and to design an instructional program for students with adequate pacing and time on task.	1	2	3	4	5	6
13. Evaluates text materials for appropriate level of difficulty and matches those materials to student's age, sex, and background.	1	2	3	4	5	6
II. ORGANIZATION AND MANAGEMENT						
14. Develops an appropriate system for recording student progress.	1	2	3	4	5	6
15. Develops a total classroom reading program based on group and student priorities in reading.	1	2	3	4	5	6
16. Develops an instructional plan that provides opportunities for direct instruction in reading skills, adequate drill and practice, and appropriate activities for transfer and application.	1	2	3	4	5	6

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Please rate each competency with respect to how essential it is as a minimum competency for each professional to have prior to beginning service in this specialization. Circle the corresponding number.	Essential	Very Important	Important	Little Importance	Not Important	Can't Rate
17. Organizes for flexible grouping and manages classroom reading activities efficiently with effective teacher interaction with students.	1	2	3	4	5	6
18. Plans for the integration of reading instruction with other elements of the curriculum.	1	2	3	4	5	6
III. INSTRUCTION						
19. Demonstrates techniques for teaching specific skills lessons in recognition vocabulary/meaning vocabulary, literal, interpretive, and critical comprehension, study skill areas and other areas.	1	2	3	4	5	6
20. Demonstrates teaching methods for directed reading lesson and content reading lesson.	1	2	3	4	5	6
21. Demonstrates the use of various approaches to teaching reading such as the language experience approach, the basal reader approach, the linguistic approach, and the individualized approach.	1	2	3	4	5	6
22. Demonstrates the use of expository, narrative, argumentative, and descriptive reading materials to teach reading skills.	1	2	3	4	5	6
23. Demonstrates the use of structure and patterns of language such as semantic organization, syntactic patterns, punctuation and signal clues to teach reading skills.	1	2	3	4	5	6
24. Demonstrates the use of a variety of strategies to motivate students to be willing to read.	1	2	3	4	5	6
IV. INSERVICE EDUCATION						
25. Plans and conducts inservice on an assigned topic.	1	2	3	4	5	6
26. Interprets reading information to school, district, parents, and community.	1	2	3	4	5	6

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Please rate each competency with respect to how essential it is as a minimum competency for each professional to have prior to beginning service in this specialization. Circle the corresponding number.	Essential	Very Important	Important	Little Importance	Not Important	Can't Rate
LEVEL D						
I. DIAGNOSIS, PRESCRIPTION AND EVALUATION						
27. Demonstrate the ability to select, administer, score, and interpret clinical instruments appropriate to the reading situation.	1	2	3	4	5	6
28. Assist the district reading person in developing a philosophy and objectives for reading for a school district.	1	2	3	4	5	6
29. Demonstrates the ability to develop a total school reading program consistent with the needs of the student population, the teachers, the community, and district priorities.	1	2	3	4	5	6
30. Uses reading profiles to discover overall specific strengths and weaknesses in school, class, and individual programs.	1	2	3	4	5	6
II. ORGANIZATION AND MANAGEMENT						
31. Demonstrates the ability to assist the teacher in integrating the teaching and implementation of reading skills in subject/content fields.	1	2	3	4	5	6
32. Demonstrates the ability to establish a reading resource bank, and adopts, develops and keys reading materials to learner needs.	1	2	3	4	5	6
33. Demonstrates the ability to coordinate all compensatory, remedial and enrichment reading programs with the developmental reading program.	1	2	3	4	5	6
34. Demonstrates the ability to prepare a case study to be used to staff children with mental, emotional and severe reading difficulties.	1	2	3	4	5	6
35. Demonstrates the ability to work with media people to develop plans for use of library facilities to promote interest in reading.	1	2	3	4	5	6
36. Demonstrates the ability to develop a plan for placing new students, evaluating group placements, and suggesting methods of placement in classes.	1	2	3	4	5	6

Please rate each competency with respect to how essential it is as a minimum competency for each professional to have prior to beginning service in this specialization. Circle the corresponding number.

	Essential	Very Important	Important	Little Importance	Not Important	Can't Rate
III. INSTRUCTION						
IV. INSERVICE EDUCATION						
37. Demonstrates the ability to conduct an assessment of reading needs for the school	1	2	3	4	5	6
38. Demonstrates the ability to plan, implement and evaluate a school based inservice program focusing on reading.	1	2	3	4	5	6
39. Develops a district plan to train reading volunteers, paraprofessionals, and parents in the schools.	1	2	3	4	5	6
40. Demonstrates the ability to prepare bulletins of particular interest to the staff and parents at the school(s).	1	2	3	4	5	6
V. LEADERSHIP ACTIVITIES						
41. Develops a school-wide rationale for the reading program based on student needs.	1	2	3	4	5	6
42. Demonstrates the ability to plan and conduct action research in the school.	1	2	3	4	5	6
43. Demonstrates the ability to select reading information for teachers, administrators, and the community.	1	2	3	4	5	6
LEVEL E						
I. DIAGNOSIS AND PRESCRIPTION AND EVALUATION						
44. Develops a plan for providing reading services district-wide based on an assessment of student needs, available resources, and district priorities and schedules, which includes a rationale, a plan for action and an evaluation model.	1	2	3	4	5	6
II. ORGANIZATION						
45. Develops a plan for involvement of teachers and administrators in reaching district-wide goals for reading.	1	2	3	4	5	6
46. Uses effective techniques in preparing reading budgets.	1	2	3	4	5	6

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Please rate each competency with respect to how essential it is as a minimum competency for each professional to have prior to beginning service in this specialization. Circle the corresponding number.

	Essential	Very Important	Important	Little Importance	Not Important	Can't Rate
47. Uses effective procedures for identification, selection and evaluation of professional reading personnel.	1	2	3	4	5	6
48. Demonstrates the ability to prepare reading materials such as bulletins, curriculum guides, journal articles, project analyses, and information releases.	1	2	3	4	5	6
III. INSTRUCTION						
IV. INSERVICE EDUCATION						
49. Develops a district wide plan for inservice education in reading that includes an assessment of teacher needs, strategies for delivery of inservice activities, and identification of resources and an evaluation model.	1	2	3	4	5	6
V. LEADERSHIP						
50. Coordinates activities of administrators, teachers, reading personnel, paraprofessionals, volunteers and other concerned adults in operating an integrated effective total reading program.	1	2	3	4	5	6
51. Demonstrates the ability to develop and revise reading curriculum.	1	2	3	4	5	6
52. Identifies alternate sources to fund district/school reading programs.	1	2	3	4	5	6
53. Demonstrates the ability to analyze problems of resistance to change in schools when developing and/or modifying reading programs.	1	2	3	4	5	6

Thank you for completing this questionnaire. Every effort was made to make the above competency statements comprehensive. However, if you feel that there is an essential competency which has been omitted from this survey, or if you have any other comments, please include them on a blank sheet of paper and return it with the questionnaire. Please return the questionnaire within the time frame and in the manner specified.

COMMENTS FROM RESPONDENTS

1. A few "off-the-cuff" but very sincerely meant comments. Florida has a desperate need to begin moving away from a "lock-step" sequenced "separate skills" approach to education--including both the education of children and that of professional educators. Reading, especially, is now being recognized as a more wholistic endeavor than a separate-skills approach admits. Therefore, the leaders among reading educators and reading teachers (ie, those at Levels C, D, and E) must acquire a broader conceptualization of what reading is and of how it is related to language learning. This is the single most essential feature a reading professional needs, I believe, and is not a "competency" which one can measure.

   "Reading" is a "content-less" field unless one recognizes the centrality of children's literature. All reading professionals at all levels, from teacher to district specialist, need an updated and thorough knowledge of children's literature and how to use it effectively in classrooms.

2. Any human who could demonstrate even a quarter of these competencies while engaged at Levels C, D, or E would be supernormal. I have worked as a classroom teacher, a school psychologist, a remedial diagnostician, a director of a reading clinic and in inservice training of teachers for a total of 50 years. I have supervised a variety of reading programs and projects and served as consultant to a number of such in twenty or so states. No one I have ever known, or trained, or supervised, or directed could meet any majority of these competencies (including myself). These are ideals not expectations.

3. I gave careful thought to the competency, level and type before responding. I am glad to participate in this.

4. Other competencies--Demonstrates the ability to accept and function with a very low scale of renumeration after having acquired these competencies. Demonstrates the ability to function with class size that is much larger than the ideal.

5. The situation (in my own county) has undoubtedly influenced my thinking when answering this questionnaire.

6. I think we could develop more reading teacher based workshops.

7. Add--Demonstrates the ability to work well with others to understand their needs and desires and assist others in forming a cohesive working unit.

8. Suggested additional competencies:
-ability to speak good English
-ability to simplify
    a. simplify instruction
    b. cut through wordy, jargon-filled memoranda and directives
    c. reduce unnecessary record-keeping
-ability to select materials in keeping with student's temperament (as well as with his reading level and background).

9. Comments specific to Level C

-(I-8) Miscue analysis-baloney.

-(I-9) Must children be labeled?

-(I-12) Is "lock-step" individualization the only way to teach?

-(II-14, 15, 16) Change "develops" to "uses"--do not have to invent the wheel each time.

-(II-14) Too much time can be spent in recording.

-(II-15) This is done by the county.

-(II-15) Does this mean what is most important for the student or group?

-(II-16) "Instructional plans" are of little value if there is no joy in reading.

-(III-19) This "separate skills" approach is a hold-over from the Florida catalog of reading objectives and is an approach now generally considered to be counter-productive to wholistic learning.

-(III-21) "Linguistic" approach is now considered outmoded and ineffective by most reading experts. Also, "individualized approach" refers to several methods.

-(IV-25) Is quality of the inservice a concern?

-(IV-26) Make an effort to broaden their understandings about reading.

10. Comments specific to Level D

-(I-27) Test scores are often misused. Should not group on basis of score, but how they perform. Treat each child as if he is "top group" until he proves otherwise.

-(I-27) To effectively give and score tests one must do it consistently. It is possible to know how to give the test and interpret it accurately, but leave the actual testing situation to the teacher or tester. Also, there are tests you need to interpret even if you can't give them. There are so many tests. The psychologists give some tests you need to interpret, but may not give.

-(II-32) Is homogeneous placement the only way?

-(II-32) Instead of this item why not ask the specialist to demonstrate and use knowledge of children's literature.

-(II-36) This is a team project, not one person's bailiwick or task.

-(II-36) Could be misused. Teacher judgment and performance better guide. Scared new child could be permanently misplaced.

-(II-37) Could add--demonstrates knowledge of literature for children and ability to aid teachers in securing and using books effectively in the classroom.

-(IV-39) Change "develops" to "implements."

-(IV-39) Why "district" plan and not a school plan for volunteers and parents?

-(IV-40) Bulletins are a tool for doing inservice but only one of many--why include this item and not other items about other ways of doing inservice?

-(IV-40) Most aren't ever read. The same amount of time could be better used doing something else.

-(V-41) Instead of establishing a rationale for the school's program, the specialist may need to lead teachers to re-frame the reading program.

11. Comments specific to Level E

-(II-45) Teachers and administrators should be involved in developing this plan.

-(II-47) Personnel does this.

-(IV-49) Only because current legislation for teacher centers provide inservice--the impetus must come from the teachers and not the district officers.

- Item 53 should be included as a competency for Levels C and D as well.